

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is the one of the languages which is used by most people in the world and it becomes increasingly important in various fields such as business, finance, industry and education. Most of Indonesian wants to be able to speak English well. Based on that phenomenon, *Depdiknas* has included English as the compulsory lesson in school curriculum. In learning English, there are four skills that must be achieved by the students. They are listening, speaking, reading and writing. From those skills above, speaking is categorized as productive skill which then become the most important skill to learned (Nunan,1991). It's caused by the fact that the students who want to be master of English will be able to speak fluently as well as grammatically acceptable (Nunan,1999). It is supported by Kayi (2006) who confirms that speaking ability linked the individual to society within to deliver ideas, thinking and beliefs in spoken way.

In speaking skill, students are hoped to achieve the literacy level. According to Wells in (Depdiknas: 2006) the levels of literacy are: performative, functional, information, and epistemic. Junior high school students are expected to achieve the functional level. It is suggested that junior high school students are expected to become master expression and idioms that can be used for daily life communication.

Based on 2006 curriculum, KTSP (Kurikulum Tingkat Satuan Pendidikan), one of the goals of speaking skill for seventh graders is to enable students to express meaning within spoken functional text and simple short essay in the form of *descriptive* and *procedure* texts to interact with others people in learning English. And this study will be focused on speaking descriptive text. Descriptive text is a type of the text that describes a particular person, place, or things by describing its features. By learning this text, students are hoped to be able describe it well.

Junior high school students can be categorized as adult-young learner (Brown, 2007:106). Because of that consideration, a teacher should remember the characteristic of them. When teaching young learner teacher has to keep in mind that they have different ability, knowledge, level of motivation and the most important is learning style. Teacher needs vary the approaches and teaching techniques to keep all students get involved and be interested in speaking activity (Klancar, 2006L:26). Teacher needs to create a good learning atmosphere to get students to participate more in using the target language. Teacher also has to make students enjoy the learning atmosphere in order to reduce anxiety.

From the reasons above mentioned, the researcher proposes inside-outside circle using cue card as technique in teaching speaking of descriptive text. Inside-Outside Circle is included in cooperative learning that allows the students to share information and help each other in finding a solution for a certain problem (Brown, 2007:14). The primary reason to recommend this technique is to enable students to interact with others by using two concentric circles with which they are facing each

other at the same time. By doing that, students can practice conducting with different partners as many as possible.

The cue card can be used as guidance for the students to use as many expressions as they can in describing someone or something. By implementing inside – outside circle using cue card, it is expected the students can be encouraged to express their thought, feeling as well as their unique expressions when they are communicating with their partners.

1.2 Research Question

1. Is IOC method by using cue card effective for students' speaking ability at seventh graders ?

1.3 Hypothesis

The Null Hypothesis (H_0)

IOC method by using cue card is not effective for students' speaking ability at seventh graders

The Alternative Hypothesis (H_1)

IOC method by using cue card is effective for students' speaking ability at seventh graders

1.4 Significance of the Study

This study is expected to give some advantages for the teachers, educational practitioners and the other researchers. Firstly, it hopefully gives useful information

for the teachers and educational practitioners in providing an alternative technique in teaching speaking of descriptive text for the junior high school students. Secondly, it is also hoped to give meaningful reference to the other researchers.

1.5 Scope and Limitation of the Study

This study is focused on teaching speaking and for the limitation is focused on whether the use of IOC method by using cue card is effective or not for students' speaking ability at seventh graders.

1.6 Definition of Key terms

To avoid miss understanding and obtain the same perception, the researcher provides the following key terms:

1. Speaking: The way to deliver ideas, thinking, feelings by using the oral expression (Brown, 2001:140)
2. Descriptive text: is a type of text that describes a particular person, place, or things by describing its features. (Depdiknas: 2006)
3. Inside – Outside Circle: an activity in which students are asked to share information in two concentric circles. (Kagan, 1997:20-21)
4. Cue Card: a card that is able to work as guidance for the students to describe a particular item or person. (Nunan, 2003)